

Idaho

Kids in action

LEARN AND SERVE



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Note from the Coordinator

For sustainability of good service-learning projects, you need to seek out partnerships that will support and enhance your service-learning.

Establish contact with collaborators—teachers, parents, community members, agency representatives, or others—who you want to participate. Discuss and clarify specific roles and responsibilities for all involved to avoid any confusion once the project is underway.

When you are identifying partners, remember that, while community-based organizations are often delighted to have people call and offer to help, they may at first look upon the offer as a matter of free labor. They may not have considered the importance of building learning opportunities into the service. The community partner also should provide meaningful service experiences set in a “real-life” context and meet real community needs, as well as provide opportunities for students to interact with adults and be acknowledged as positive, contributing members to society. The successful service-learning partnership will be one that strives to improve the quality of education, as it improves the quality of life in the community.

Community partners and schools exist in “radically different worlds” as stated by Mark Batenburg (1995). He emphasizes the importance of understanding these differences. “The key to smoother relations is not only to be aware of the cultural differences, but to be aware of the specific details of the clash, the daily places where misunderstandings occur and frustration mount.”

IMPORTANT DATES TO REMEMBER

FIRST PROGRESS REPORT DUE

January 15, 2009

MARTIN LUTHER KING JR. DAY

January 19, 2009

RFP RELEASED FOR 2009 LEARN & SERVE GRANTS

February 16, 2009



Visit our website at www.sde.idaho.gov/site/learn_serve/



	Community Organization/Agency	School
Focus	The organization or agency focuses on the end product; trees planted, houses built, meals prepared, students tutored, clients served.	The school focuses on the process, the learning involved in the project, the acquisition of knowledge and skills.
Why Engage in Service- Learning	The organization or agency sees service- learning as an opportunity to involve youth volunteers, to meet current and future community needs.	The school sees service-learning as an effective strategy to educate students and teach civic responsibility.
Project Planning and Leadership	The community partner generally follows a template based on prior experiences with managing volunteers to meet the goals of the organization or agency.	The school sees “youth voice” as an essential component in service-learning, with students assuming the role of planning and leading the project.
Project Scheduling	The organization or agency schedules projects based either on the needs of the constituency served or on the availability.	The school plans service-learning projects to coordinate with class schedules; ideally, the project takes place during the school day.
	For adult volunteers, weekend projects are often a good option.	
Access to Project Sites	The community partner usually does not assume responsibility for transporting volunteers to and from the project site.	The school must consider the added direct cost, liability and scheduling consequences if transportation to and from the project site is required.
Measure of Success	The organization or agency determines its success by the completion or provision of service, as defined by the task.	The school measures success in meeting curricular or academic benchmarks and standards.
Assessment	The community partner asks, “How did we do?” – and evaluates success based on concrete, quantifiable results such as how many trees were planted, how many acres were restored, how many clients were served.	The school sees the project as part of a continuum and asks, “What will we do differently if we do this again?” Evaluation originates from the reflection process, ongoing throughout the project.

What the school needs to communicate to the community partner

- ▶ WHAT IS SERVICE-LEARNING?
- ▶ WHAT ARE THE BEST PRACTICES IN A SERVICE-LEARNING PROGRAM?
- ▶ WHAT ARE THE BENEFITS TO THE COMMUNITY OF SERVICE-LEARNING?
- ▶ WHAT ARE THE ACADEMIC OR CURRICULAR STANDARDS TO WHICH TEACHERS ARE HELD ACCOUNTABLE?
- ▶ WHAT IS “YOUTH VOICE,” AND WHY IS IT IMPORTANT?

(For an excellent resource on community partners, see Abravenel, Susan A. (2003). Building Community Through Service-Learning: The Role of the Community Partner.)

Cheryl Kary,
Learn and Serve
Coordinator



To promote service-learning throughout the state of Idaho, Governor Butch Otter signed a Service-Learning Proclamation declaring the week of October 6-12th as Learn & Serve Challenge week. Governor Otter and Superintendent Tom Luna presented the proclamation as part of the Boise Youth Workshop on October 8, 2008 at Boise State University. To read the actual proclamation, please go to www.sde.idaho.gov/site/learn_serve/kids_in_action.htm.

Parma Learning Center Sponsors 2nd Annual Community Health Fair



The second annual Community Health Fair, sponsored by the Parma Learning Center (PLC) on October 16th, was a huge success with over 650 attendees. This was a “Lights

on After School” event. As part of PLC’s gardening service-learning project, the focus of the fair was health, nutrition and safety. The students tackled the job of educating parents, teachers and cafeteria personnel on the benefits of proper nutrition. Each class in the PLC after-school program chose topics on health or gardening and put together a booth for the fair. Each of the students actively educated people about the topic of their booths and the benefit of proper nutrition and exercise. It was amazing the creative ideas the kids came up with.

The first grade class cooked vegetables from their own garden, which fair attendees were able to sample. The second grade collected food for the Sunshine Cupboard, the local food pantry. The third grade gave out sandwiches and fruit kabobs along with tips about exercise and the dangers of drug abuse. The fourth grade class provided first-aid kits, jump ropes and popcorn to attendees, and they displayed posters about first aid. The fifth and sixth grades spent weeks building a spin-the-wheel guessing game where people had to guess the calories in fast food. Do you know how many calories are in a McDonald’s Big Mac? The seventh and eighth grade kids displayed their art skills with nutrition posters in a face painting booth. After the young kids went through the face painting booth, the seventh and eighth graders helped them make “banana people” or “apple people” and other vegetable crafts.

Several state and local agencies also displayed information at booths in the fair, and local businesses were also represented. This community health fair has become an integral part of the Parma community and gives the students a chance to make a difference in promoting healthy lifestyles.



Parma Middle School Military Kids



Parma Military Kids have received a Learn & Serve grant this year to promote patriotism and civic responsibility among middle school students by providing support to military families. This grant will team with social studies teachers to enhance and enrich social studies curriculum by providing special speakers and classroom activities in areas related to citizenship, patriotism and our American heritage.

The Military Kids joined in with the Parma Learning Center kids to plan booths for the Parma Health Fair. Their Advisory Council met to brainstorm ideas, and came up with the idea of a voter education booth since the health fair was a couple weeks before election day. They researched general voting information to give out to health fair attendees. They included information about voter registration and where to vote, a sample ballot, general information about several of the candidates, how to evaluate candidate debates and when debates were scheduled, and a list of useful web sites. Some of the information was also in Spanish. The kids signed up to take shifts to staff the booth, and they asked everyone who passed the booth if they were interested in voter information. The kids explained the information in each of the handouts. Since they had maps of the voting districts and precincts, they helped some people figure out where they should vote. Several people had not voted in a long time, but said they probably would vote this year because they had more information.

During the Veterans Day school wide assembly, the Military Kids presented a denim quilt that they made to one of the veterans being honored. Several of the kids involved in making the quilt gave a brief message about how much they appreciate the sacrifice of veterans. This was a great opportunity to promote the Parma Military Kids and the great work they are doing.



Learn and Serve Idaho provides young people with opportunities to serve Idaho by connecting community service with academic learning, personal growth, and civic responsibility. Grantees create new service-learning programs, replicate existing models, and train staff, faculty, adult volunteers, and students in service learning. Participants are K-12, school-age youth.

Eligible applicants for Learn & Serve grants are Idaho K-12 schools of any grade span. Grantee schools must be committed to service learning as a teaching/learning strategy and as an integral component of education. The vision of Learn and Serve Idaho is to assist schools in implementing site-based programs of service learning through policy, practice, and capacity building. Learn and Serve Idaho provides financial and technical assistance to schools as they develop and implement policies and supportive structures at all levels, while reducing barriers to the institutionalization of service learning.

For more information contact Cheryl Kary—cmkary@sde.idaho.gov or 208-332-6913.

Student's Corner

The following are some first grade reflections from Highland Elementary and their experience this year as pen pals with the seniors in an assisted living center!

Drew: "I like having a pen pal because it was a fun learning experience. I got to meet a new friend and talk about our lives. I liked the learning center and getting those cookies and reading that book too. I went on the bus to the learning center. Talking about our lives made me happy." (I thought this was a great new name for assisted living centers: a couple of the first graders called it a "learning center")

Tara: "It was a fun learning experience. I met a new friend. I got to know a lot of her life. She likes to be called Boots which is her nickname. She seems like a treasure to me. Now she is my best friend. I enjoy seeing her in my mind.

I have a picture in my head. I like her curly gray hair. I know her favorite color is pink. I enjoyed seeing my penpal."

Nicky: "I liked having a pen pal because it was fun. My pen pals are 94 and 91. It is cool. He plays sports. It is cool that I got to meet him. I like it."

Taya: "You are fun and I'll never forget. I can whistle a little bit. I lernd it frum you. I will mis you."

Hattie: "I liked getting mail. And I liked meeting her. She telled me about Elvis Presley. I really liked meeting Aline Bletcher."



For more Reflections,
please visit our web site at
www.sde.idaho.gov/site/learn_serve/kids_in_action.htm



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IDAHO LEARN AND SERVE SUBGRANT PROGRAM CURRENT SUBGRANTEES 2008-2009

The Alameda Center
Pocatello, ID

**ANSER Charter
School**
Boise, ID

**Highlands
Elementary School**
Boise, ID

**Idaho Arts Charter
School**
Nampa, ID

**Lakeland High
School**
Rathdrum, ID

**Lapwai Elementary
School**
Lapwai, ID

**Middleton High
School**
Middleton, ID

**Murtaugh High
School**
Murtaugh, ID

**Oakwood
Elementary School**
Preston, ID

**Orofino High
School**
Orofino, ID

**Parma Learning
Center**
Parma, ID

**Parma Middle
School**
Parma, ID

**Sorensen Magnet
School of the Arts
and Humanities**
Coeur d'Alene, ID

**Wendell Middle
School**
Wendell, ID